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ABSTRACT

The rapidly increasing need for persons trained to assist the nursing staff of health facilities presents occupational education programs with both an opportunity and a duty. This course syllabus is designed for the instruction of nurse's assistants and is the minimum course content acceptable for State credit. A program of supervised experience in hospital, clinic, and nursing home environments should be an integral part of instruction. The paramount objective of instruction is graduate employability. The syllabus' introduction contains recommendations regarding selection of teachers and students, suggests ancillary studies, and explains the use of the syllabus in developing a locally effective course of study. Section 1 focuses on orientation to the world of work (overview and health care industry). Section 2 concentrates on the foundations of nurse assisting (part of nursing team, patient's environment, and patient). Section 3 covers the development of the nurse's assistant skills (anatomy, physiology, and by systems). Section 4 examines preparation for employment (occupational experience and job application). Each section is divided into individual units of study describing content, objectives, and teaching suggestions. A resource list of materials in a variety of media, a source directory, and a family health organizations directory complete the document. (Author/JB)

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HEALTH OCCUPATIONS EDUCATION PROGRAM

NURSE'S ASSISTANT

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HEALTH OCCUPATIONS EDUCATION PROGRAM

SYLLABUS For a Course of Instruction, Preparing The

NURSE'S ASSISTANT

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The University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany, New York/12234/1974

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FOREWORD

The rapidly increasing need for persons trained to assist the nursing staff of hospitals, convalescent homes, and other health facilities has presented occupational education programs with both an opportunity and a duty. During the past few years, more and more local programs responded by initiating courses of instruction in the skills and knowledge required of young men and women who would be competent nurse's assistants.

As these new courses developed a pattern of content and methodology, the need for a State standard became apparent. After initial evaluation of the need, the Bureau of Health Occupations Education requested the services of the Bureau of Secondary Curriculum Development in supervising the construction of an official syllabus. In response, Joseph J. Messier, Associate in Vocational Curriculum, joined Mrs. R. Winifred Johnson, Associate in Health Occupations Education, in planning an advisory committee to set objectives and parameters for instruction in nurse assisting. In July 1973, Mr. Messier, as project manager, convened meetings of these advisors:

Jean Britt, Nurse's Aide Instructor-Counselor, Tompkins-Seneca-Tioga BOCES

Margaret Collins, Associate, Bureau of Nurse Education, New York State Education Department

Catherine Fountain, Health Services Instructor, Hamilton-Fulton-Montgomery BOCES

Jane Garry, Director, Special Health Manpower Program, New York State Health Department

Sandra Haines, Nurse's Assistant Instructor, Broome-Delaware-Tioga BOCES

R. Winifred Johnson, Associate, Bureau of Health Occupations Education, New York State Education Department

Joyce Lynch, Acting Director of Nursing Service, Memorial Hospital, Albany

Eileen McQuaid, Supervisor, Bureau of Nurse Education, New York State Education Department

Ruth-Ellen Ostler, Chief, Bureau of Health Occupations Education, New York State Education Department

Margaret Shields, Coordinator, Nursing Education Program, Suffolk BOCES #3

William Sippel, Assistant Executive Secretary, New York State Board for Medicine

While the advisory committee's recommendations were being converted into a tentative content outline which would serve as a basis for syllabus development, a writing committee was being formed.

In July 1974, three teachers of programs of nurse assisting education —

Josephine Colacino, Nurse's Assistant Instructor, Finger Lakes Occupational Education Center, Stanley

Julienne Webster, Health Services Instructor, McEvoy Occupational Education Center, Cortland

Joan Willsey, Nurse Assisting Instructor, Wilson Technological Center, Huntington —

met in Albany to develop a State syllabus from the advisory committee's recommendations. Working with Mrs. Johnson, this group organized an outline of minimum content for a course of instruction. Guided by Mr. Messier, they developed performance objectives and suggestions for teaching the course, compiled a resource list, and wrote instructions for using the syllabus. The completed manuscript was then evaluated and edited by other Department personnel, including staff of the Nursing Education Unit, before being approved as this syllabus for a Health Occupations Education Program — Nurse's Assistant.

G. Earl Hay, *Supervisor*
Vocational Curriculum Unit
Bureau of Secondary Curriculum Development

Gordon E. Van Hooft, *Director*
Division of Curriculum Development

MESSAGE TO TEACHERS AND ADMINISTRATORS

The Health Occupations Education Syllabus for programs of Nurse's Assistant education is a statement of the minimum course content acceptable for State credit. A local course of study based upon this syllabus should require 2½ hours each day of 160 teaching days of an academic year. A program of supervised experience in hospital, clinic, and nursing home should be an integral part of instruction. Local courses meeting these standards of content and instructional time may grant two credits for satisfactory completion of the course. Local programs which substitute this course for the first year basics of such specialty courses as Medical Assisting and Dental Assisting, may grant a total of four credits for a Group II sequence, as provided in *The Secondary School Curriculum of New York State: A Handbook for Administrators*.

The paramount objective of instruction in nurse assisting is that of all occupational education —— graduate employability. Only students evidencing possession of at least minimum personal abilities necessary to successful employment should be scheduled for instruction in this program. Capable students must not, however, be deprived of academic studies required for admission to postsecondary programs leading to licensing or certification in other branches of health services, should the students so aspire.

The introduction to this syllabus contains recommendations regarding selection of teachers and students, suggests ancillary studies, and explains the use of the syllabus in developing a locally effective course of study. Every director of occupational education, supervisor of occupational instruction, and coordinator of a Health Occupations Education Program should be familiar with the contents. Every teacher of nurse assisting should have a personal copy, and every guidance office scheduling students for programs of occupational education should contain a reference copy.

The fine contribution of the advisory committee members and the teacher-writers, in making this program syllabus a reality, is deeply appreciated. Their enthusiasm for the program, expertise in the field, and sincere effort in developing the contents in cooperation with Department personnel, have made this a very practical document for local use.

Ruth-Ellen Ostler, *Chief*
Bureau of Health Occupations Education

Robert H. Bielefeld, *Director*
Division of Occupational Education Instruction

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INTRODUCTION

This publication is the product of the combined knowledge and experience of nursing practitioners, nurse's assistant educators, and occupational education curriculum developers. Its content should, then, be of considerable assistance to established as well as to new programs, and to experienced teachers as well as to novices. This introductory section is provided to aid teachers, counselors, and administrators in effective use of the syllabus.

THE TEACHER

The teacher of a class of aspiring nurse's assistants should be a nurse who has broad and varied experience in health care facilities Not only is the breadth of knowledge and experience necessary for competent instruction, but most health facilities require that the educator immediately responsible for students obtaining clinical experience, be at least a licensed nurse.

THE STUDENT

Preparing the student for employment as a nurse's assistant is the *raison d'etre* of this course. A valid secondary objective is to provide broad, basic health occupations education to students considering subsequent study for certification or licensing in other health occupations.

Employment in this field requires the possession of certain inherent physical, mental, and emotional attributes in addition to the skills and knowledge developed by instruction. To prevent waste of funds, class space, teacher effort, student effort —— and above all, to spare the student probable disappointment —— educators must carefully evaluate the probable employability of prospective students of this course. It is no service to the student to schedule for a course in nurse assisting, one who:

Has health problems which prevent normal physical mobility

Has allergies which would adversely affect working closely with people

Considerably lacks manual dexterity

Lacks normal vision (corrected) in both eyes

Cannot hear (corrected) conversation of normal intensity through at least one ear

Has serious speech problems

Has a history of emotional instability, or antisocial behavior

Cannot achieve a grade of "medium," or better, on the General Aptitude Tests administered by the New York State Department of Labor.

It is recommended that a class group contain no more than 20 well-qualified students per teacher. In clinical experience, the teacher who has not been provided support personnel should supervise no more than 10 students at one time.

THE SYLLABUS

This syllabus is not intended to be used as a course of study. While organized in a logical progression, the content is not in a teaching sequence. The teacher of nurse assisting must develop a course of study which covers the content required by the syllabus, in a sequence and with emphases which meet local needs and conditions, and which reflect the teacher's own personality and selected methodology.

A 3-column format was adopted for the syllabus, for clarity and simplicity of use. Resources, recommended by the teacher-writers, and a source directory were appended.

The first column of the syllabus lists the minimum acceptable content, instruction in which should require approximately 80 percent of the course time, thus allowing addition of content and increased emphases selected to meet local needs.

The second column contains instructional objectives stated in terms of desired student performance —— a recommended form which simplifies and improves both planning and evaluation. Two styles of objectives are used:

1. *"The student should be able to:"* defines the skills and knowledge which the student should be able to demonstrate after instruction, which are considered necessary to entry-level proficiency.

2. "The student should be:" sets forth instruction in areas which are nice to know or helpful in achieving student understandings. Objectives in the affective domain of student attitudes are also written in this style due to the subjective nature of teacher evaluation of this student performance.

Both styles are written in the general terms appropriate to a syllabus. They must be rewritten in expanded detail when made part of the teacher's course of study, to more specifically define the skills and knowledge necessary to employment. Since this column defines what the student is to learn, it is the heart of the syllabus, and should be accorded that importance.

The third column contains suggestions for teaching which should help the experienced nurse, who is a novice teacher, to prepare lessons, and should remind the experienced teacher of the course that certain parts of the content which seem to go without saying, must be fully covered for benefit of the as yet far from experienced students. Included in this column are some "tricks of the trade" developed through the experiences of the highly competent teacher-writers of this syllabus which all teachers may find helpful per se, and which should also serve to stimulate each teacher's ingenuity and resourcefulness.

The appendix lists many books and periodicals which are of proven value to teachers of this course. Film catalogs and specific audiovisual aids are mentioned. This list is neither exclusive nor static. It is intended to be only one of the many sources of information regarding texts, references, and audiovisuals to which the teacher should be constantly attuned. Addresses of publishers and suppliers are included for the teacher's convenience.

THE COURSE OF STUDY

A local educational agency which wishes to grant State credit for a course in nurse assisting must keep on file a course of study based on this syllabus, prepared by the teacher(s) of the course, or —— where reason for departure exists —— submit copy of a nonconforming course of study to the Bureau of Secondary Curriculum Development, for evaluation toward approval. The course of study —— whether nonconforming or based on the syllabus —— should be developed in cooperation with the local advisory committee.

The teacher, preparing to write a course of study, should first become familiar with the syllabus' content column, adding any items needed for local effectiveness. The next step should be the realigning of content items into a preferred teaching progression. In certain circumstances, with a class group demonstrating appropriate characteristics, the first lesson may coincide with the first content item of the syllabus, a discussion of "The Meaning of Work." Where a well-equipped facility already exists, and students are activity oriented, the first lesson may be "Taking Vital Signs," Unit II of Section II —— or any other item of content which seems most effective. The units of content of the syllabus need not remain instructional entities, however. "General Overview of Employment," for example, need not be taught in a succession of lessons on this topic exclusively. This content may, instead, be reduced to basic components which can then be incorporated into a lesson on content of a probably greater interest to the student. For example, one of the duties of the nurse's assistant is to observe the patient. This duty may be presented in a lesson on "Reporting, Recording," or on "The Patient's Daily Needs," or in each of the "Skills" connected with the various systems, rather than as part of a, perhaps, less interesting lesson on the nurse's assistant's duties.

It is strongly recommended that course objectives, like the syllabus objectives, be student oriented. A method of development which may be useful, is to use the generalized objective of the syllabus as a base, writing as many truly *performance* objectives as are necessary to adequately define *what the student must be*

able to do, under what conditions, and to what level of proficiency as a result of the instruction. For the content item, "Taking Vital Signs," the syllabus objective states that *"The student should be able to:* Demonstrate an accepted method of taking any Vital Sign." When developing this item for the local course of study, the teacher will need to write several additional, more specific objectives defining this skill for each Vital Sign. For example, regarding temperature, the teacher might write that:

The student should be able to:
Identify by sight the oral and the rectal thermometer.

State the correct term of insertion of each type, necessary to obtain correct readings.

Describe pertinent aseptic techniques.

Demonstrate ability to read the decimal scale.

Demonstrate a professional manner of approaching the various patients to take the temperature by each method.

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When writing lesson plans for the course of study, even these objectives may prove too general, requiring separation into still more specific lesson objectives.

Completion of objectives for each unit of content will produce an acceptably complete course of study, but addition of a third column containing miscellaneous notations regarding use of audiovisuals, identification of references, and points of emphasis will be of considerable assistance to the individual teacher engaged in development of lesson plans. A segment of a teacher's course of study, organized as suggested, would approximate the following example:

A. Prevention and Control of Fire		
1. Policies	*The student should be able to:* Describe in her own words the cooperating health care facility's policy regarding: Storage of flammables Disposal of flammables	Copies of hospital and nursing home policies should be provided to students.

	Reporting of unsafe conditions Reporting of fires Extinguishing fires	Underwriters Laboratories films. Extinguish first or report first? The decision.
2. Procedures	State the classification (A, B, or C) of any teacher-specified substance commonly encountered in a health care facility.	Have fire department representatives talk to class and arrange demonstration of use of various extinguishers.
	State the classification (A, B, or C) of any teacher-specified fire extinguisher.	Emphasize proper selection, not only for effectiveness but for safety; e.g., Water on electrical fires.
	Demonstrate or describe the proper use of any teacher-specified fire extinguisher.	
	Describe the limitations and hazards connected with use of any teacher-specified fire extinguisher.	

A local course of study developed in this manner serves not only to state the breadth of instruction but also the depth, to clearly define what the instruction is expected to accomplish, and to provide a built-in gauge for evaluation of both the instructed and the instruction.

SECTION I — ORIENTATION TO THE WORLD OF WORK

CONTENT	OBJECTIVES	TEACHING SUGGESTIONS
/Unit I —— GENERAL OVERVIEW OF EMPLOYMENT		
A. Introduction to the Employment Situation		
1. The meaning of "work."	The student should be: Acquainted with the way in which a technologically developed society requires specific areas of employment.	The teacher should ascertain the level of knowledge which each student brings to the instruction, *before* planning the lessons.
	The student should be able to: List three personal advantages in being a working member of society.	Advantages should be varied in each area: economics, social, and self-satisfaction.
2. Factors affecting employment a. Trends in job market b. Socioeconomic changes c. Technological changes	The student should be: Aware of the many diverse factors which cause changes in any employment area.	Student conversations with older friends or family members regarding conditions in the past is a useful method.
3. Effects of unemployment/ underemployment a. Individual b. Family c. Community 1) Local 2) State 3) National	Aware of the effects on society as a whole, of an unemployed or underemployed number of people.	Emphasize the chain reaction involved when some people cease to be consumers.

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4. Resources for employment information a. Public media 1) Television 2) Radio 3) Newspapers b. Professional and trade magazines c. Employment agencies 1) Governmental 2) Private d. School personnel e. Personal contacts	*The student should be able to:* Demonstrate a knowledge of employment information resources by listing five different available sources.	Provide a bulletin board. Assign the continual posting of nurse's assistant employment information.
5. Legal aspects a. Age requirements b. Withheld taxes c. Social Security d. Health history and examinations e. Workmen's Compensation f. Nondiscrimination	*The student should be able to:* Demonstrate by any teacher-selected means an entry-level knowledge of the legal aspects of nurse's assistant employment.	Literature is available from appropriate federal and state agencies. Resource people are usually effective.
B. Responsibilities Involved in Employment		
1. The Employer a. Employment standards 1) Full-time worker 2) Working student b. Personnel policies 1) Hiring 2) Promotions In-grade Career ladder 3) Self-improvement programs. 4) Dismissal c. Adequate salary d. Safe working conditions e. Work hours	The student should be: Aware that employment conditions depend upon many factors, some of which are beyond the employer's control.	Mention that some employers require health examinations and fingerprinting as conditions of employment — and that the applicant may refuse by rejecting employment. The student should know about probationery periods.

2. The Employee
   a. Fair day's work for fair day's pay
   b. Safeguarding the employer's property
   c. Ethical conduct
   d. Continuous self-improvement
   e. Maintaining interpersonal relations
   f. Maintaining good public relations

The student should be able to:
List three responsibilities of employers and three responsibilities of employees.

The personnel organization of many health care facilities provides for several grades of nurse's assistant, with an ascending scale of duties and pay.

/Unit II —— THE HEALTH CARE INDUSTRY

A. Overview of the Health Care Industry

1. Types
   a. Hospitals
   b. Nursing homes
   c. Infirmaries
   d. Physician's office
      1) Private practice
      2) Group practice
   e. Nurse's office
      1) Private practice
      2) Group practice
   f. Neighborhood health centers
   g. Health maintenance organizations
   h. Half-way houses
   i. Related facilities
      1) Senior citizens residences
      2) Respiratory facilities
      3) Other

2. Categories and qualifications
   a. Professional
   b. Technical
   c. Assisting
      1) Health workers
      2) Ancillary services

Differentiate among the various kinds of health facilities by describing the types of personnel employed and services provided.

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3. Purposes of health care facilities
   a. Care of sick and injured
   b. Maintaining health
   c. Rehabilitation
   d. Research
   e. Education
      1) Personnel
      2) Public

B. Organization of a Health Care Facility

1. Types of services provided

2. Types of personnel employed

3. Levels of authority

Describe the chain of command in any teacher-specified health facility.

Develop charts or other visual representations of the staffing scheme of various facilities.

CONTENT	OBJECTIVES	TEACHING SUGGESTIONS
/Unit I —— THE NURSE'S ASSISTANT AS A MEMBER OF THE NURSING TEAM		
A. Responsibilities of the Nurse's Assistant 1. Toward Self 2. Toward Patients 3. Toward Nursing Staff 4. Toward the Health Facility	*The student should be able to:* Demonstrate in a role-playing situation, a knowledge of and commitment to, the accepted responsibilities of the nurse's assistant.	Emphasize the critical importance of personal appearance. A progressive record of daily grading of the student's appearance should be kept. Student awareness of this continuous evaluation has considerable motivational value.
B. Ethics 1. Regarding Peers 2. Regarding Superiors 3. Regarding Patients 4. Regarding the Public	Demonstrate by day-to-day classroom and clinical behavior an entry-level knowledge of and commitment to standard medical ethics.	
C. Interpersonal Relations 1. Empathy 2. Rapport	Demonstrate desirable interpersonal relations with the variety of persons with whom a nurse's assistant is in contact.	Student grades must reflect an evaluation of the student's work attitudes since this is completely relevant to obtaining and maintaining employment.

D. Reporting, Recording

1. Observations
   a. Signs
   b. Symptoms
   c. Behavior

The student should be:
Aware of the importance of constant alertness to any conditions concerning the patient.

2. Procedures

The student should be able to:
Complete standard reporting and recording forms.

3. Treatments

The student should experience a variety of forms.

E. Messenger Duty

1. For the Patient

2. For Superiors

The student should be:
Acquainted with the floor plan of any participating health facility.

/Unit II —— THE NURSE'S ASSISTANT AND THE PATIENT'S ENVIRONMENT

A. Prevention and Control of Fire and Safety Hazards

1. Policies

Aware of the importance of safety consciousness.

2. Procedures

Acquainted with established safety policies and procedures.

The student should be able to:
Describe safety procedures for any teacher-specified situation, applied to classroom or participating facility.

Resource people — fire department personnel, building inspectors, health facility administrators — should be utilized in addition to charts, films, and pamphlets.

Students should know the selection and use of extinguishers on small fires.

B. Prevention of Transmission of Infection		
1. Handwashing	The student should be: Aware of the many forms of microorganisms.	Emphasize the importance of handwashing: 1) Before any procedure 2) After a procedure is completed 3) At any time during a procedure that a possibly contaminated object is handled.
2. Asepsis	Aware that not all groups of microorganisms produce disease.	
3. Sterilization	Aware of the various means of achieving a sterile condition.	
4. Disinfection	*The student should be able to:* List and describe the various portals of entry of microorganisms into the body.	
	Describe by defining, the difference among germicides, disinfectants, and antiseptics.	
	Demonstrate personal and patient-related aseptic techniques.	
C. Environmental Controls		
1. Temperature 2. Humidity 3. Noise 4. Light a. Natural b. Artificial	List and describe four environmental factors which affect the patient. Demonstrate in a role-playing situation, the limits of a nurse's assistant's authority to modify the patient's environment.	

D. Care of the Patient's Immediate Environment		
1. Concurrent	Differentiate between concurrent and terminal care.	
2. Terminal	Demonstrate an approved method of cleaning a unit during the patient's stay in the hospital, and following discharge.	
E. Care of Patient's Personal Property		
1. Clothing	The student should be: Aware of the patient's concern for his property.	
2. Valuables		
3. Flowers, plants	*The student should be able to:* Describe the common procedures employed to safeguard the patient's property.	
4. Reading materials		
5. Other		
F. Care of Linen		
1. Clean	List and describe the uses of the various types of linen.	Folding, storing, and conserving linen is a responsibility of a nurse's assistant.
2. Soiled	Demonstrate an approved method of disposal of soiled linen.	Emphasize the need to consider soiled linen as an inherent source of infection.

G. Care of Equipment and Supplies		
1. Cleaning	List and identify equipment and supplies commonly located in the patient's bedside unit.	Instruction should include the routing of materials to and from storage.
2. Maintaining		
3. Sterilizing, disinfecting	Demonstrate care and maintenance of bedside equipment and supplies.	
4. Storing		
/Unit III — THE NURSE'S ASSISTANT AND THE PATIENT		
A. The Patient's Daily Needs		
1. Physical a. Comfort b. Hygiene c. Nutrition	The student should be: Aware that the fulfillment of the patient's needs influences the patient's recovery.	
2. Mental	Aware of the interrelationships of the patient's physical, mental, spiritual, and social needs.	
3. Spiritual		
4. Social	*The student should be able to:* List and describe the basic needs of all individuals and state their interrelationship.	
B. The Needs of Specific Patients		
1. Special Diets	Identify the correct tray and correct patient. List and describe the different types of special diets.	Have a dietician from a health facility discuss food preparation and service.

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		Use pictures of prepared foods for mock-up trays representing normal and special diets. Have students identify those intended for, or definitely <u>not</u> for, patients on specific diets.
2. Therapy	The student should be: Aware of the different methods of therapies and their uses. Acquainted with the various therapies in which the nurse's assistant may be involved under direct supervision.	Therapies here mean those more complicated treatments in which the nurse's assistant may aid a superior working with a patient, but never the patient directly.

CONTENT	OBJECTIVES	TEACHING SUGGESTIONS
/Unit I —— ANATOMY AND PHYSIOLOGY		
A. Body Systems		
1. Integumentary 2. Musculo-skeletal 3. Nervous 4. Gastro-intestinal 5. Respiratory 6. Cardiovascular 7. Urinary 8. Reproductive	*The student should be able to:* Describe the structure and function of the listed body systems. Explain the interrelationships of the body systems.	Charts, films, and models are available from several commercial suppliers.
B. Abnormal Conditions (Common Disorders)		
1. Anomalies 2. Trauma 3. Infection-Inflammation 4. Tumors 5. Obstruction	Define terms applied to common disorder groupings. Recognize the signs and symptoms of common disorder groupings.	Selection of specified disorders, to be discussed as examples of each group, is at the teacher's discretion. Reemphasize the importance of reporting all departures from normally expected conditions.

/Unit II —— SKILLS: BY SYSTEMS

A. Skills Related to the Integumentary System		
1. Bathing the patient a. Bed b. Tub c. Shower d. Infant bath	*The student should be able to:* Demonstrate in a role-playing situation, an ability to follow accepted procedures and standards in bathing and shampooing the patient.	Emphasize the need to remain alert to conditions affecting the patient's comfort and safety.
2. Care for the hair a. Hygienic 1) Cleansing shampoo 2) Medicated shampoo b. Aesthetic 1) Cutting 2) Shaving 3) Cosmetics		
3. Caring for hands and feet		In some facilities, the nurse's assistant is not allowed to trim the patient's fingernails and toenails.
4. Care for pressure areas a. Positioning b. Lotions c. Special devices	Describe the daily care of pressure areas listing performance and materials, and devices used. State the purpose and function of materials and devices used in preventing development of pressure areas.	Emphasize the importance of position change. Discuss decubitis care.

B. Skills Related to the Musculo-Skeletal and Nervous Systems		
1. Application of restraints a. Safety b. Legal aspects	The student should be: Acquainted with the legal and safety aspects of use of restraints. *The student should be able to:* Demonstrate an ability to safely and properly apply any teacher-specified restraint.	Emphasize the need of: 1) An order to use restraints 2) Loosening restraints at short intervals 3) More frequent observation of restrained patients
2. Assisting the patient in active and passive exercise	*The student should be able to:* Describe the physical effects of lack of exercise.	Students should be instructed in body mechanics before practicing these skills.
3. Assisting the patient in dangling and ambulation procedures	Describe the difference between active and passive exercise.	
4. Assisting in operating hydraulic lifts	Demonstrate procedures in assisting the patient in dangling and ambulation.	Students should master the mechanics of walkers, rehabilitation chairs, and hydraulic lifts before practicing use with other students.
C. Skills Related to the Gastro-Intestinal System		
1. Assisting the patient in oral hygiene a. Dentures b. The unconscious patient	Demonstrate procedures and explain the purposes of oral hygiene.	Careful handling of dentures should be emphasized in instruction. The student must be instructed in care of unconscious patients.

2. Serving water and nourishment a. Distributing pitchers b. Restricted patients	Demonstrate standard methods of providing fluids to patients scheduled to receive them.	Emphasize the importance of knowing which patients are restricted in intake.
3. Serving meals a. Correct diet b. Feeding the patient	Demonstrate the feeding of patients having various disabilities.	Role-play or description may be used, at the teacher's discretion. The student should be instructed to report patients who are eating very little, or those on special diets who do not eat specific items.
4. Giving and removing bedpans	*The student should be able to:* Demonstrate procedures for assisting the patient with elimination.	
5. Assisting with rectal treatments a. Enemas b. Suppositories c. Sitz bath d. Rectal tubes	List the types of rectal treatment and state the purposes of each. Select from a representative sample the equipment needed for any teacher-specified treatment, and demonstrate the technique of use.	
6. Collecting stool specimens	Select the proper container for stool specimen collection. Clearly label the container and route for tests.	Emphasize the critical importance of thorough handwashing.

7. Disposing of vomitus and other gastric contents	Demonstrate by any teacher-selected means, an awareness of the many factors involved in observing, recording, and reporting patient's gastric discharges.	Classroom instruction may be limited to description of various situations to prepare the student for the realities of clinical experience.
8. Applying binders	List by name the various types of binders. Describe the purpose and use of any teacher-specified binder, and demonstrate the application.	
D. Skills Related to the Respiratory and Cardiovascular System		
1. Taking Vital Signs a. Temperature b. Pulse rate c. Respiratory rate d. Blood pressure	*The student should be able to:* List the four factors composing Vital Signs. Select equipment needed to take any Vital Sign. Demonstrate an accepted method of taking any Vital Sign. Obtain accurate Vital Sign data.	A/V lab, commercial art program, or teacher-made mockups of equipment are useful aids. The student should be alert to the patient's general condition when taking Vital Signs.
2. Collecting sputum specimens		
3. Disposing of respiratory discharges		

4. Applying heat a. Bag b. Compresses c. Soaks d. Lamps e. Electric pad f. Sitz bath	Describe the purposes of hot and cold applications.	Emphasize safety.
5. Application of cold a. Bag b. Collar c. Compress d. Soaks e. Sponge bath	List the common methods of applying heat and cold. Demonstrate accepted procedures in any teacher-specified hot or cold application.	Impress upon the students that excessive cold is as dangerous as excessive heat.
E. Skills Related to the Urinary System		
1. Giving and removing urinals		
2. Collecting specimens a. Routine b. Clean catch c. Catheterized	Describe the purpose of collecting urine. Describe the methods of collecting, and the equipment used for each.	Catheterization here refers only to collecting specimens from indwelling catheters.
3. Measuring intake and output	The student should be: Acquainted with the metric system of volume measurement. *The student should be able to:* State the purposes of measuring intake and output. Accurately measure intake and output.	Each hospital will have recorded the metric capacities of its food tray items. The nurse's assistants must have access for recording intake. Emphasize the importance of observation to assure that the patient actually has ingested the provided fluids.

4. Testing for sugar and acetone	State why urine is tested for sugar and acetone.	
	Describe any teacher-specified method of testing.	
	Perform any teacher-specified test and immediately report the results.	Reports should be practiced orally and in writing.
5. Irrigating the indwelling catheter	Identify by sight, or by describing, an indwelling catheter.	
	State the purposes of an indwelling catheter.	
	Describe the purposes and procedure of irrigating.	
	Recognize conditions indicative of a malfunctioning catheter.	Actual irrigation of the indwelling catheter by the student nurse's assistant is beyond the scope of this course.
F. Skills Related to the Reproductive System		
1. Applying breast binders	*The student should be able to:* Identify and apply the supportive and restrictive type of breast binders.	
2. Giving vaginal irrigation a. Sterile b. Nonsterile	Identify by sight or describing, the equipment needed for vaginal irrigation.	
	State the purposes of vaginal irrigation.	Performance of vaginal irrigation by the student nurse's assistant is at the teacher's discretion.

3. Giving perineal care	The student should be: Acquainted with the several procedures of perineal care.	The depth and breadth of instruction in perineal care is at the teacher's discretion.
G. General Skills		
1. Admitting the Patient 2. Transferring the Patient 3. Discharging the Patient	*The student should be able to:* Demonstrate in a role-playing situation an entry-level ability to perform the procedures required in admitting, transferring, and discharging the patient.	
4. Positioning and Draping for Examination	Identify by name the patient body position necessary for any teacher-specified examination. Identify by name, sight, and description the equipment needed for any teacher-specified examination. Demonstrate approved methods of positioning and draping the patient for any teacher-specified examination.	Where the educational program includes a course in commercial art, a large-scale mockup of the examination equipment makes an effective teaching aid.
5. Pre- and Postoperative Care a. Skin Preparation b. The Anesthetized Patient c. Special Equipment	List the procedures involved in both preoperative and postoperative care. Demonstrate in a role-playing situation, an entry-level ability to perform pre- and postoperative care.	The breadth and depth of instruction in this content is at the teacher's discretion.

	The student should be: Acquainted with the equipment used in pre- and postoperative care, and with its purpose and general function. Aware of the closer observation needed of patients under localized or general anesthesia.	The nurse's assistant's responsibility here is limited to observing and immediately reporting suspected malfunctions.
6. Isolation Technique	*The student should be able to:* List, define, and describe the various types of isolation. Demonstrate by role-playing, the isolation precautions and procedures required for any teacher-specified situation.	
7. Bed Making a. Occupied b. Unoccupied	Identify by sight or by describing any teacher-specified type of bed. Demonstrate an entry-level ability to make up any teacher-specified bed, both occupied and unoccupied.	The electrically operated bed should be included in instruction.
8. First Aid a. Sudden Unconsciousness b. Burns c. Seizures d. Hemorrhages e. Falls	The student should be: Aware of the stringent limitations upon the application of first aid by the nurse's assistant.	While every student should experience the Red Cross course in basic first aid, the first aid instruction for nurse's assistant education consists of emergency action in those rare situations when the assistant is the only person present and immediate action must be taken immediately while summoning a more highly trained person.

9.	Postmortem Care	Acquainted with the contents of the standard postmortem care kit. *The student should be able to:* Demonstrate in a role-playing situation, an entry-level ability to complete the procedures of postmortem care.

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SECTION IV: PREPARATION FOR EMPLOYMENT

CONTENT	OBJECTIVES	TEACHING SUGGESTIONS
/Unit I —— OCCUPATIONAL EXPERIENCE		
A. School		
1. Theory	*The student should be able to:* Demonstrate at least entry-level proficiency as a nurse's assistant in actual service in a health facility.	
2. Lab		
B. Health Care Institutions		
1. School Program Affiliation		
2. Part-time Employment		
/Unit II —— APPLYING FOR A JOB		
A. Seminar of Clinical Experience		
1. Student Self-evaluation	Demonstrate ability to communicate pertinent work experiences to the teacher and to classmates, and to state how the school program affected their experiences.	It is the expression of the student's personal impressions which is valuable.
2. Student Evaluation of the Nurse's Assistant Program		
B. Job Applications		
1. Forms	Complete teacher-supplied sample job application forms.	
2. Resumé	Compose a clear, concise, informative resumé.	Health facility evaluations of the student's clinical experience should be discussed with the student before resumé writing is practiced.

3.	Interview	Demonstrate proper conduct and attire in a simulated job interview.

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RESOURCE LIST

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_____. *Poison perils in the home.* The Council. Chicago.

_____. *Take time to be safe around the clock.* The Council. Chicago.

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Alfred Higgins Productions, 9100 Sunset Blvd., Los Angeles, Calif. 90060.
VD: Prevent It

American Educational Films, 331 No. Maple Dr., Beverly Hills, Calif. 90210.
V.D.--A New Focus

ANA-NLN Film Library. 267 West 25th Street, New York, New York.
A concept of maternal and neonatal care
Hospital maternity care — Family centered

Bailey Film Assoc., 2211 Michigan Ave., Santa Monica, Calif.
Mechanics of Life: Bones and Joints.

Churchill Films, 662 North Robertson Blvd., Los Angeles, Calif. 90069.
Drugs and the Nervous System (Use and abuse)
Kevin (A blind 10-year-old)
Soon There Will Be No More Me (Diary of a young mother with terminal cancer)

CRM. Films, 1104 Camino Del Mar, Del Mar, Calif. 92014.
Information Processing (How people receive, store, and then retrieve information)

Coronet Films, 65 E. South Watu St., Chicago, Ill. 60607.
Masculine or Feminine: Your Role In Society (Stereotypes breaking down)
Muscles and Bones of the Body (An anatomy student talks to a younger brother)

Encyclopaedia Britannica Films, 180 Post Road, White Plains, N.Y. 10602.
The Blood (Circulation, composition, and functions)

Film Fair Communications, 10990 Ventura Blvd., Studio City, Calif. 91604.
Nobody's Victim (Basics of personal safety, home security, self-defense)

Holt, Rinehart & Winston, 383 Madison Avenue, New York, N.Y. 10017.
A Child is Born (Adapted from the Swedish film "The Child")

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Learning Corp. of America, 711-5th Ave., New York, N.Y. 10022.
Loneliness... And Loving (Emotional ties with family)
When Parents Grow Old (Understanding and accepting the aging process)

McGraw-Hill, 330 West 42nd St., New York, N.Y. 10036.
Future shock (Based upon the modern classic by Alvin Toffler)
Human reproduction (The biological, psychological, emotional, and moral aspects)
When life begins (The developing fetus from fertilization to birth)

National Medical Audio-Visual Center (annex), Station K. Atlanta, Georgia.
Message to no one; mis-748 (communication)
Silent world muffled world; omo 1279 (deaf)
Something can be done; mis 835 (arthritis)
The mind benders; m 1533 x (hallucinogens)

New York State Health Department Film Library, Office of Public Health Education, 84 Holland Avenue, Albany, New York 12208.
A family affair
A practical view of syphilis

Allen is my brother
Adventure to maturity (Geriatrics)
Biography of unborn
Change at Haverstraw (Rehabilitation)
Children in the hospital
Childrens' emotions
Diabetes and you, too
Drug addiction
Fears of children
Heart disease
Hold back the night (Med/Surg)
How life begins
Introducing the mentally retarded (Child)
Joe & Roxy — teenagers
Journey back (Rehabilitation)
Kathy (V.D.-Gonorrhea)
Meeting the needs of adolescence
Mrs. Reynolds needs a nurse
Retire to live
Robin, Peter, Darryl — three to the hospital?
Story of marihuana
Sudden birth
The glass wall (Geriatrics)
The invader — V.D.
The patient is a person
The story of Wendy Hill
The traitor within (Cancer)
The valiant heart
This is T.B.
To plan your family (Birth Control: IUD & the Pill)
What is cancer?
What is cerebral palsy?
Who is Sylvia?
Why won't Tommy eat?
You and your parents

Oxford Films, Inc., 1136 N. Las Palmar Ave., Los Angeles, Calif. 90038.
Methods of family planning (Free choice based on adequate knowledge)

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Pyramid Films, Box 1048, Santa Monica, Calif.
11:59 Last minute to choose (Kids tell of the pleasure of drugs as well as the pain)

Sandoz Medical Film Library, Hanover, N.J. 07936.
Normal delivery
Years for living (Geriatrics)

Squibb, P.O. Box 4000, Princeton, N.J. 08540.
A way out (Rehabilitation of Mental Patients)
Antepartal problems
CVA: the challenge of management
Hypertension: the challenge of diagnosis
Immediate postoperative care
Low cervical caesarean section
Normal delivery of triplets
Normal delivery
The management of obesity

Sterling Educational Films, 241 East 34th St., New York, N.Y. 10016.
His responsibilities (The unwed father)
Society and you (Disenchantment with present-day society)
The maturing female
Who cares? (The aging parent)

Wilson Research Foundation Film Library, c/o Association Films, 600 Grand Avenue, Ridgefield, N.J. 07657.
Changing view of the change of life

Wombat Production, Inc., 77 Tarrytown Road, White Plains, N.Y. 10607.
Almost everyone does (Alternatives to drug use)
I think (The voice within)

United World Films, Inc., 1445 Park Avenue, New York, N.Y. 10020.
Childbirth without fear

FILMSTRIPS

Career Aids, Inc., 5024 Lankersham Boulevard, North Hollywood, Calif. 91601.
Care of the geriatric patient (22-0202)
Care of the teriminally ill (22-0203)

Ethics for the nursing assistant (22-0101)
Health and safety — maintaining a clean environment (22-0704)
Nursing staff oral communications (22-301)

McGraw-Hill, 330 West 42nd St., New York, N.Y. 10036.
Child care and development—set I (Records)
Caring for children; an important job
Clothing needs of children
Children's play
Food needs of children
Child care and development—set II (Records)
Anxieties of children
Discipline and punishment
Influences on children
Intellectual development of children

Train-Aide. 229 North Central Avenue, Glendale, Calif. 91203.
Communication with the patient and his family (T1310)
Developing skills of observation (T1055)
Hospital fires — their cause and prevention (T1021)
Incidents and accidents (T1040)
Nurse-patient communication (T1015)
Principles of body mechanics (T1102)
Staff communication (T1016)
The patient in traction (T1115)

Trainex Corporation. P.O. Box 116, Garden Grove, Calif. 92642.
Admission and discharge (108)
Bathing the baby (254)
Bed bath (103)
Bed making — occupied (104)
Blood pressure (101)
Bottle feeding (252)
Care of the dying patient (117)
Cleansing enema (102)
Feeding the patient (107)
Health care of normal infant (256)
Hospital fire safety procedure (163)
Introduction to infant care (212)

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Isolation technique (118)
Lifting and moving patients (109)
Preoperative and postoperative care (116)
Prevention and treatment of Decubiti (185)
Spiritual needs of the patient (155)
Teaching crutch walking (175)
Temperature, pulse and respiration (105)

FILM LOOPS

Prentice-Hall. Englewood Cliffs, N.J. 07632.
Nursing skills and techniques

TRANSPARENCIES

Medi-Visuals, Inc. 342 Madison Avenue, New York, N.Y. 10017.
Obstetric Series
OB 1-001, 002, 003
OB 2-001, 002, 003
OB 3-001, -02, 003, 004, 005, 006
OB 9-001, 002
OB 10-001, 002
OB 11-002, 003

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SOURCE DIRECTORY

American Cancer Society, Inc.
N.Y.C. Division
44 East 53rd Street
New York, New York 10017

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Heart Association
44 East 23rd Street
New York, New York 10010

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American Red Cross
17 & "D" Streets NW
Washington, D. C. 20006

Appleton-Century-Crofts
440 Park Avenue South
New York, New York 10016

Apollo Editions
666 Fifth Avenue
New York, New York 10019

Arco Publishing Company
219 Park Avenue
New York, New York 10003

Association Press
291 Broadway
New York, New York 10007

Auerbach Publishers, Inc.
121 North Broad Street
Philadelphia, Pennsylvania 19107

Barnes & Noble Division
10 East 53d Street
New York, New York 10022

C. V. Mosby
11830 Westline Drive
St. Louis, Missouri 63141

Delmar Publishers Division
P. O. Box 5087
Mountainview Avenue
Albany, New York 12205

Epilepsy Foundation of America
1828 "L" Street NW
Washington, D. C. 20005

F. A. Davis Company
1915 Arch Street
Philadelphia, Pennsylvania 19103

Grosset & Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Hawthorn Books, Inc.
260 Madison Avenue
New York, New York 10016

Henry Z. Walck, Inc.
3 East 54th Street
New York, New York 10022

Hospital Research and Educational Trust (HRET)
540 North Lake Shore Drive
Chicago, Illinois 60611

Houghton Mifflin Company
1 Beacon Street
Boston, Massachusetts 01208

J. B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 13673

John Wiley & Sons
605 Third Avenue
New York, New York 10016

Lederle Laboratories
Pearl River, New York 10965

Lothrop, Lee & Shepard Company
105 Madison Avenue
New York, New York 10016

Macmillan Company
866 Third Avenue
New York, New York 10022

Maternity Center Association
(pamphlets & charts)
48 East 92nd Street
New York, New York 10028

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Meredith Publishing Company
250 Park Avenue
New York, New York 10017

Metropolitan Life Insurance Company
Health and Welfare Division
1 Madison Avenue
New York, New York 10010

National League for Nursing, Inc.
10 Columbus Circle
New York, New York 10019

National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

National T.B. & Respiratory Disease
Association
1740 Broadway
New York, New York 10019

New York State Department of Health
44 Holland Avenue
Albany, New York 12209

New [illegible] Department of Mental Hygiene
44 Holland Avenue
Albany, New York 12209

Richards Rosen Press, Inc.
29 East 21st Street
New York, New York 10010

Robert J. Brady Company
Subsidiary of
Prentice-Hall Inc.
Bowie, Maryland 20715

Ronald Press Company
79 Madison Avenue
New York, New York 10016

Scriptographic Teaching Aids
Channing L. Bete Company, Inc.
45 Federal Street
Greenfield, Massachusetts 01301

Silver Burdett Company
250 James Street
Morristown, New Jersey 07960

Springer Publishing Company
200 Park Avenue South
New York, New York 10003

Teachers College Press, Columbia University
1234 Amsterdam Avenue
New York, New York 10027

W. B. Saunders Company
218 West Washington Square
Philadelphia, Pennsylvania 19105

W. H. Freeman & Company
660 Market Street
San Francisco, California 94104

World Book Encyclopedia, Inc.
510 Merchandise Mart Plaza
Chicago, Illinois 60654

W. W. Norton Company
500 Fifth Avenue
New York, New York 10030

WHERE TO FIND HELPFUL TEACHER-INFORMATION

FAMILY HEALTH ORGANIZATIONS

ADOPTION

Birthright! 2800 Otis Street, N.E., Washington, D. C. 20018.

Child Welfare League of America. 67 Irving Place, New York, N.Y. 10003.

International Social Service. 345 East 46th Street, New York, N.Y. 10017.

AGING

Administration on Aging. U.S. Dept. of Health, Education and Welfare. HEW South Building, 330 "C" Street S.W., Washington, D. C. 20201.

ALCOHOLISM

Al-Anon Family Group Headquarters. P.O. Box 182, Madison Square Station, New York, N.Y. 10010.

Alcoholics Anonymous. P.O. Box 459, Grand Central Station, New York, N.Y. 10017.

National Institute on Alcohol Abuse and Alcoholism. National Institute of Mental Health. 5600 Fisher Lane, Rockville, Md. 20852.

ALLERGIES

Children's Asthma Research Institute and Hospital. 3401 West 19th Avenue, Denver, Colo. 80204.

National Institute of Allergy and Infectious Diseases. Office of Information. Bethesda, Md. 20014.

ARTHRITIS

Arthritis Foundation. Dept. FH. G.P.O. Box 2525, New York, N.Y. 10001.

National Institute of Arthritis and Metabolic Diseases. Office of Information. Bethesda, Md. 20014.

AUTO SAFETY

American Automobile Association. 1712 "G" Street, N.W., Washington, D.C. 20006.

BIRTH DEFECTS

National Foundation-March of Dimes Public Education Dept. Box 2000, White Plains, N.Y. 10602.

BLINDNESS

American Foundation for the Blind. Box FH, 15 West 16th Street, New York, N.Y. 10011.

CANCER

American Cancer Society. P.O. Box 5590, Grand Central Station, New York, N.Y. 10017.

National Cancer Institute Office of Information. Bethesda, Md. 20014.

CHILD CARE

Child Study Association of America. 9 East 89th Street, New York, N.Y. 10028.

Office of Child Development. U.S. Dept. of Health, Education and Welfare. Box 1182, Washington, D.C. 20013.

DENTAL

American Dental Association. Bureau of Health Education. 211 Eas[illegible]cago Avenue, Chicago, Ill. 60611.

National Institute of Dental Research. Office of Information. B[illegible]a, Md. 20014.

DIABETES

American Diabetes Association. 19 East 48th Street, New York, N.Y. 10017.

DRUGS

Pharmaceutical Mfrs. Association. 1155 15th Street N.W., Washington, D.C. 20005.

Proprietary Association. 1700 Pennsylvania Avenue N.W., Washington, D.C. 20006.

EPILEPSY

Epilepsy Foundation of America. 733 15th Street N.W., Washington, D.C. 20005.

EYE CARE

American Optometric Association. Public Information Division. P.O. Box 13157, St. Louis, Mo. 63119.

National Society for the Prevention of Blindness. Public Information Dept. 79 Madison Avenue, New York, N.Y. 10016.

FAMILY PLANNING

Planned Parenthood. Box S, 810 7th Avenue, New York, N.Y. 10022.

HEARING

National Association of Hearing and Speech Agencies. 919 18th Street N.W., Washington, D.C. 20006.

National Institute of Neurological Diseases and Stroke. Office of Information. Bethesda, Md. 20014.

HEART DISEASE

American Heart Association. 44 East 23rd Street, New York, N.Y. 10010.

National Heart and Lung Institute. Office of Information. Bethesda, Md. 20014.

INSURANCE

Blue Cross Association. 840 North Lake Shore Drive, Chicago, Ill. 60611.

Health Insurance Institute. 277 Park Avenue, New York, N.Y. 10017.

MENTAL HEALTH

National Association for Mental Health. Office of Information. 5600 Fishers Lane, Rockville, Md. 20852.

MENTAL RETARDATION

National Association for Retarded Children. Dept. FH, 2703 Avenue "E" East, Arlington, Tex. 76011.

President's Committee on Mental Retardation. Washington, D.C. 20201.

NARCOTICS

National Clearinghouse for Drug Abuse Information. National Institute of Mental Health. 5600 Fishers Lane, Rockville, Md. 20852.

NUTRITION

Food and Drug Administration. Office of Consumer Affairs, Consumer Inquiry Branch. 5600 Fishers Lane, Rockville, Md. 20852.

U.S. Dept. of Agriculture. Office of Information. Washington, D.C. 20250.

PARKINSON'S DISEASE

American Parkinson Disease Association. 147 East 50th Street, New York, N.Y. 10022.

PHYSICAL FITNESS

President's Council on Physical Fitness and Sports. Room 2600, 7th and "D" Streets S.W., Washington, D.C. 20202.

POISON CONTROL

Bureau of Product Safety. Medical Review and Poison Control Branch. 200 "C" Street S.W., Washington, D.C. 20204.

Nebraska Master Poison Control Center. Children's Memorial Hospital, 44th and Dewey Avenue, Omaha, Neb. 68105.
If your state poison control center is unreachable during an emergency, the Nebraska center (tel. 402: 553-5400) will provide first-aid information on a poisoning problem any time of the night or day. No literature furnished.

POLLUTION

Environmental Protection Agency. Office of Public Affairs. Washington, D.C. 20460.

Izaak Walton League of America. 1326 Waukegan Road, Glenview, Ill. 60025.

PREGNANCY

Maternal and Child Health Service. Office of Information. Parklawn Building, 5600 Fishers Lane, Rockville, Md. 20852.

Maternity Center Association. 48 East 92nd Street, New York, N.Y. 10028.

QUACKERY

American Medical Association. Order Dept. 535 North Dearborn Street, Chicago, Ill. 60610.

REHABILITATION

National Easter Seal Society for Crippled Children and Adults. 2023 West Ogden Avenue, Chicago, Ill. 60612.

U.S. Dept. of Health, Education and Welfare Social and Rehabilitation Service. Rm. 3024, HEW South Building, 330 "C" Street S.W., Washington, D.C. 20201.

RESPIRATORY DISEASE

National Heart and Lung Institute. Office of Information. Bethesda, Md. 20014.

National Tuberculosis and Respiratory Disease Association. 1740 Broadway, New York, N.Y. 10019.

SAFETY

Council on Family Health. Dept. FH, 201 East 42nd Street, New York, N.Y. 10017.

National Safety Council. Dept. H, P.O. Box 1171, Chicago, Ill. 60611.

SEX EDUCATION

Siecus (Sex Information and Education Council of the U.S.) 1855 Broadway, New York, N.Y. 10023.

SMOKING

American Medical Association. Order Dept. 535 North Dearborn Street, Chicago, Ill. 60610.

National Clearinghouse for Smoking and Health. 5600 Fishers Lane, Rockville, Md. 20852.

National Interagency Council on Smoking and Health. 419 Park Avenue South, New York, N.Y. 10016.

SPEECH

American Speech and Hearing Association. 9030 Old Georgetown Road, Washington, D.C. 20014.

National Association of Hearing and Speech Agencies. 919 18th Street N.W., Washington, D.C. 20006.

Speech Rehabilitation Institute. 61 Irving Place, New York, N.Y. 10003.

SUICIDE

Center for Studies of Suicide Prevention. National Institute of Mental Health. 5600 Fishers Lane, Rockville, Md. 20852.

National Save-A-Life League. 20 West 43rd Street, New York, N.Y. 10036.
Provides 24-hour emergency telephone service for crisis counseling and potential suicides. No literature furnished.

TUBERCULOSIS

American Tuberculosis and Respiratory Disease Association. 1740 Broadway, New York, N.Y. 10019.

VENEREAL DISEASE

American Social Health Association. 1740 Broadway, New York, N.Y. 10019.

Center for Disaese Control. Office of Information. Atlanta, Ga. 30333.

VETERANS' HEALTH CARE

Veterans Administration. 810 Vermont Avenue N.W., Washington, D.C. 20420.

ZOONOSES

Health Services and Mental Health Administration Inquiries Branch. 5600 Fishers Lane, Rockville, Md. 20852.